The Effective Inheritance of National Music Culture in Multicultural Music Education

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Abstract: Information music is a kind of cultural carrier, which represents the unique spiritual style of a nation. Multi-music culture is a product of the times, which incorporates various elements of music in music, thus making music teaching more comprehensive and systematic, and the students' ability of music appreciation and discrimination is also improved. Based on this, we can teach the folk music culture to the students, which can make the students have more yearning and affection for the study of folk music. Based on this, this paper will discuss the effective inheritance of national music culture in multiculturalism music education.

1. Adopting Multicultural Education Model to Pass on the Significance of National Music Culture

Music education is an important part of quality education in our country, which has a positive influence on the cultivation of students' personality ability and emotional appreciation ability. And national music culture is not only the treasure of our art field, but also the soft power of our art output. Therefore, we should constantly innovate the concept of education, through flexible and rich teaching means to help students realize the broad and profound national music, and constantly strengthen their interest in learning and personal sense of honor, so as to prepare for the later promotion of their own national music culture.

2. Widening the Education Channel of National Music Culture

Music can be seen everywhere in our life, is a part of the environment of human growth, and can bring a subtle influence on people's personality feelings. However, in practical teaching, students lack of long-term effective professional training and background culture accumulation, their understanding of national music culture and understanding are very little, so they can not achieve good teaching results. By taking the multi-music culture education as the carrier, it can help the students to open the horizon, first understand the different types of music culture in the world, and compare its characteristics with each other, so as to have a relatively intuitive cognition of the national music culture, so as to deepen the learning impression, understand the connotation of the national culture behind the music, and improve the learning interest.

And the most multi-ethnic country in our country, the national music culture is more extensive and profound, there is a certain learning difficulty, while broadening the learning channels, but also to teach students music learning methods, so that in the future autonomous learning, it can also use the same type of comparative learning, enhance music understanding.

2.1. Enriching the Teaching Content of National Music Culture

Music itself has the characteristics of diversity, the emergence of a music system is closely related to the expected regional culture, national culture, customs and customs, so to do a good job of national music culture inheritance, cultural background knowledge accumulation is also particularly important. On the basis of understanding the relevant cultural background, students can better understand the emotion in music and improve their comprehension little by little. By

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strengthening the study of multi-music culture, it can help students to observe the change of music culture from a macro perspective, summarize some common stages they have experienced, and then reason the trend of cultural development. In order to help our national music culture in advance to do a good job of cultural integration, absorb other cultural advantages, conducive to their own inheritance and development [1].

2.2. Strengthening the Cohesion of National Music Culture

Each type of music culture has its own characteristics, but this does not mean that they are full of conflict between them, sometimes the two different style types together, but can collide with the bright spark. It also increases the cohesion of national music culture invisibly, and shows a new musical charm by combining the characteristics of other music culture. Let the students to study this kind of music teaching materials, but can arouse their music perception resonance, with the multi-cultural fusion of vision to appreciate the characteristics of music, find the national music culture strong tolerance and cohesion [2].

3. Using Multi-music Culture Education to Pass on the Current Situation of National Music Culture in China

3.1. The Status of Ethnic Music Culture Survey

In order to strengthen the understanding of the education of national music culture in China, the author selected 172 students and 26 teachers from 8 middle schools in this area to carry out the investigation. The questionnaire was mainly set up in the form of single selection, with a total of 193 valid questionnaires.

The first is a survey of the students' attention to all kinds of music. As shown in Table 1, most students' attention is to pop music, and the number of classical music attention is only 20.93%.

Table 1 Organization of ideological and political courses in schools

Options	Number of persons	Proportion
A. Pop music	95	55.23
B. Classical Music	36	20.93
C. National Music	42	24.41

As shown in Table 2, basically all the schools have organized the teaching activities of the relevant ethnic music culture, but the activities are rich, the number of courses is 12.79%, the number of courses is less, and the proportion of activities is the largest, accounting for 64.53%.

Table 2 Development of National Music Culture in Schools

Options	Number of persons	Proportion
A. courses are more and more abundant	22	12.79
B. courses are few and rich	111	64.53
C. Courses are few and monotonous	33	19.19
D. hardly any	6	3.48

Finally, the teachers counted the development of their folk music cultural activities, as shown in Table 3, in which the proportion of students' cooperation is not high, and the proportion of the two reasons is 38.27% and 29.07% respectively.

Table 3 Development of national music cultural activities

Options	Number of persons	Proportion
A. Students like it but don't match well	66	38.37
B. Poor development and insufficient teaching resources	23	13.37
C. Not enough hours and few organizations	50	29.07
D. Poor development, limited understanding of students	33	19.19

3.2. Analysis of the Reasons for the Lack of Activities

First of all, students, as far as the results of the survey are concerned, students prefer to participate in national cultural music learning activities, but because of their own music culture accumulation is limited, affected by the external environment and other factors, it can not be well integrated into the activities, it also gets less music perception, so it can not achieve very good teaching results. Teachers should pay attention to the accumulation of normal teaching, help students learn the knowledge of national music culture from many aspects, and improve their personal perception ability [3].

Second, teachers, in the course of the investigation, the author also found a problem, that many teachers of multi-music culture education, national music culture heritage awareness needs to be improved, in the teaching process will still use solfeggio and other methods of teaching, this teaching method is more suitable for western music rather than national music. The long-term study of students in this teaching mode, for the national music culture will produce a sense of distance, its understanding, perception will also decline. And the problem that music courses occupy less class time will also affect the development of national music cultural activities and limit the construction of learning atmosphere, so teachers still need to make more efforts in teaching mode and innovation of teaching ideas.

4. The Strategy of Using Multi-music Culture Education to Pass on National Music Culture

4.1. Improving the Attention and Changing the Teaching Mode

The school should pay more attention to music teaching, so as to provide more teaching impetus for music teachers, improve teaching methods and help students to improve their interest in national music culture learning. First of all, in the arrangement of class hours, we can adjust the number of music classes properly, increase the proportion of national music culture teaching content, and at the end of each semester out of 2-3 weeks but time, music teachers are free to arrange music teaching activities. This first effectively prolongs the organization time of music activities, will not affect the integrity of the whole activity, and gives students more time to adapt; second, gives teachers a longer preparation time for activities, relatively reduces the pressure on teachers to teach, and can put more rich and interesting content into the activities to enhance students' interest in participation.

Next, we should strengthen the teaching ability training for music teachers, because the multi-music culture and national music culture will involve a lot of knowledge content, so we should constantly improve the professional ability of teachers, so as to open up their teaching ideas and use more interesting professional methods for tutoring in class [4].

4.2. Change Teaching Ideas and Strengthen Students' Accumulation

As mentioned earlier, some teachers still use some western music learning methods in teaching music classes, which is not conducive to students' acceptance of national music culture information, so teachers should transform teaching ideas in time and enhance students' ability of music analysis.

In the course of teaching, we should introduce the students to the relevant cultural background knowledge before the appreciation, and lead the students to analyze the music fragments again after the appreciation, so as to enhance their perception. After listening to several different styles of music, we should lead the students to start the study of national music culture [5]. In learning, we should pay attention to show students the fusion power and cohesion of national music culture. For example, when appreciating "Liang Zhu ", we can choose a variety of musical instrument versions of Liang Zhu, so that students can understand the differences and enhance their perceptual cognition.

When organizing music activities, teachers can flexibly arrange the content of activities and arouse the enthusiasm of students. Because the national music culture contains the content, the cultural background is quite rich, therefore the teacher may use this to organize the national music culture knowledge small competition, in the group answer way, lets the student answer or the introduction one semester learned music knowledge, thus plays the good review effect. Students can

also be encouraged to follow the music analysis ideas used by teachers in class, music comments, and share with you in the activities, teachers can also professionally guide from the side to help students improve their own music learning ability.

In addition, teachers should expand their learning channels, collect more interesting teaching resources of national music culture through some network platforms, and recommend and enjoy to students regularly. For students to create a better learning atmosphere, a little increase in learning interest, do a good cultural heritage.

5. Conclusion

With the beginning of global integration, all industries are beginning to develop in the direction of diversification. Through the diversified music culture education, it can help the students to strengthen the ability of music appreciation and analysis, so as to further understand the cultural connotation of folk music, and prepare for the future inheritance of our country's music national culture.

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